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ABSTRACT

A test of English language proficiency designed for administration to school children with severe disabilities is presented. The test packet contains a manual for test administrators, a five-page form for recording student testing data, and a score sheet. The manual offers an introduction to the instrument, including its rationale, definitions of English language proficiency under current California law, information on current practice in providing testing to this group, an overview of the history and development of the measure, and a description of its field testing. The test's validity and reliability are discussed briefly. Directions for test administration outline the necessary qualifications of the test administrator, procedures to be used when the informant is the primary caregiver or parent, directions for signing and non-signing hearing impaired students, specific directions for the receptive and expressive language portions of the instrument, notes on scoresheet use, assessment of students with a classification of "limited English proficient," and instructional implications. The instrument itself consists of brief instructions, a home language survey, parent interview form, and an observation instrument. (MSE)

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SEVERELY HANDICAPPED

LANGUAGE PROFICIENCY

INSTRUMENT
(SH-LPI)

Manual

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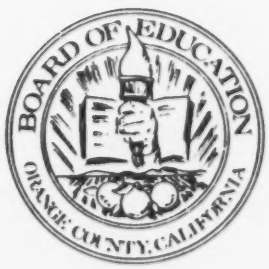

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Fullerton Elementary District
Woodcrest Elementary

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Rosewood Park Elementary

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University High
Venado Intermediate
Huntington Beach Special Center

Cheryl Valdez
February, 1989

INTRODUCTION

RATIONALE

This language proficiency instrument for severely handicapped individuals was developed to address the needs of a small but growing segment of the school age population, severely handicapped children from homes where a language other than English is spoken. State and Federal laws require that all students from homes where other than English is spoken be assessed to determine their proficiency in English and in their home language. With a severely handicapped population, this is often difficult because the severity of the handicap limits expressive language ability. Many of these children utilize communication devices, sign language, or gestures to express themselves. Even when no expressive skills exist, severely handicapped students may have receptive language skills. These skills should be identified not only so that legal obligations are met, but so that a full picture of the skills, abilities and background of each student is created to better plan an instructional program. We now know that many severely handicapped children can be bilingual to the level of their ability. Their linguistic needs, based on their language proficiency must be addressed. The Severely Handicapped Language Proficiency Instrument (SH-LPI) was designed to accommodate the needs of a severely to profoundly handicapped population in initial language proficiency testing. These children have previously been categorized using many names such as:

autistic; developmentally handicapped; deaf/hard of hearing; multihandicapped; orthopedically handicapped and trainable mentally retarded.

In some situations it may be appropriately used with the communicatively handicapped or other health impaired. Only when a handicapped student is **unable** to respond to (or score on) a State approved English Language Proficiency Test, should the SH-LPI be utilized. Whenever possible, a State approved language proficiency instrument should be used to determine language proficiency.

DEFINITIONS (California Education Code, 52163 [m][n]: 52164)

LEP — Limited English Proficient. Pupils who do not have clearly developed English language skills to receive instruction only in English at a level substantially equivalent to pupils of the same age or grade whose primary language is English.

FEP — Fluent English Proficient. Pupils whose English proficiency is comparable to that of the majority of pupils of the same age or grade, whose primary language is English.

EO — English Only. A pupil who scores at the lowest level of a designated oral language proficiency assessment instrument based on his or her primary language skills... [who, after further assessment] ...shows no primary language proficiency, and the parent concurs in writing, need not be considered LEP.

CURRENT PRACTICE

In many districts the language status of severely handicapped students is not determined or a designation of English Only (EO) is made because the student is perceived to have no language. In other districts, every severely handicapped child whose Home Language Survey indicates a language other than English is automatically classified as LEP. In yet other districts, the basic Home Language Survey is not requested when severely handicapped students enroll. None of these alternative practices provide information on the child's actual language proficiency in the primary language or in English, nor do they comply with current legal mandates.

HISTORY AND DEVELOPMENT

In 1978, Los Angeles Unified School District responded to a Lau [1] complaint, that dealt in part, with issues of identification of LEP pupils. As a portion of their response, an informal language proficiency observation instrument for use with the severely handicapped population was developed. At that time, it was accepted by the Office of Civil Rights as a portion of Los Angeles Unified School District's compliance response and became a part of their identification procedure.

In the early 1980's, the author of the current instrument became concerned about the process of language identification for a severely retarded population. Los Angeles Unified School District (LAUSD) was kind enough to share their instrument and the difficulties encountered in its application. Thereafter, a lengthy process of discussion, adaptation and modification began.

During the Spring of 1988, the Bilingual Education Office of the California State Department of Education conducted a language census audit of special education programs operated by three county departments of education. These programs serve students whose educational needs cannot be met within their district of residence and include severely and profoundly handicapped pupils. The language audit process increased the field's awareness of the need for and problems associated with the identification of language proficiency in a severely handicapped population. This increased awareness of the need created a renewed enthusiasm for the modification of the LAUSD checklist into a quantifiable proficiency instrument that could assist district and county special education programs in a more appropriate determination of language proficiency.

The present instrument has been reviewed and refined by specialists in both the education of the severely handicapped and the education of the limited English proficient. Existing language proficiency tests were reviewed as well as current research on severely handicapped LEP students. The receptive language items were selected from the original LAUSD questionnaire and existing proficiency tests. The responses were quantified to show relative differences in proficiency. The expressive items are organized in a sequential developmental fashion. Parallel instruments for use in the primary language and in English were combined into one instrument with items balanced between home and school related areas. Parents, or primary careproviders, serve as the informants for the primary language, while school personnel are the informants for English. A bilingual parent may serve as an English informant, however, the parent or primary caretaker must **ALWAYS** be the principle informant for the primary language. Bilingual school personnel may provide additional information in conjunction with that supplied by the parent.

FIELD TEST

A field test of the instrument was conducted during the Fall of 1988, in order to determine the range of appropriateness for the instrument. It was field tested on twenty-two students, having a variety of handicaps, in two districts and two county offices of education. While the number of students in the field test was small it is considered adequate for the population under consideration because of the limited size of the total group. As an example, Orange County Department of Education Special Schools, in the Fall of 1988, served 698 severely handicapped pupils. Of those, fewer than 60 had a language other than English noted on the Home Language Survey. The State approved English Language Proficiency tests were appropriate for only a few students in the hearing impaired program.

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1 This refers to a specific type of Civil Rights complaint, based on the 1974 Supreme Court decision Lau vs Nichols, which dealt with the lack of full access to education for students who did not speak English.

Students in the field test group were from language groups common to the Orange County, Los Angeles County area. This included Cambodian, Farsi, Korean, Spanish, and Vietnamese. The following handicapping conditions were present within the field test population: deaf (5); severely to profoundly multiply handicapped (7); orthopedically handicapped (5); severely to profoundly retarded (5). The scoring on one expressive language question was modified as a result of the field test. Additionally, several presentation changes were made in the form and the score sheet to facilitate administration. Instructions were modified or added to increase clarity.

TECHNICAL DATA

The SH-LPI is a criterion based instrument; no attempt was made to establish norms. The range of physical, mental, and linguistic handicaps of the severely handicapped population precluded the selection of a sufficient sample size in each of the categories for adequate norming. Rather, it is each child's skill in English and the primary language that is of legal and educational significance, not a comparison to a normative group. The SH-LPI provides information to determine the initial classification of a student as LEP or FEP or, in some instances EO. It may be used as an instrument in the subsequent redesignation of the LEP student as FEP.

VALIDITY

In the broadest sense a measuring instrument is valid if it does what it is intended to do (Nunnally, 1967). The intent of this instrument is to differentiate severely handicapped students as either LEP, FEP, or EO based on their receptive and expressive language skills.[2] Based on the field testing, the instrument unambiguously divided the sample pupils into two categories, LEP, FEP. The designation of EO was also determined in a few select cases. Content validity depends primarily on the adequacy with which a specified domain of content is sampled. It is ensured by the plan of the content and the plan for constructing items. This instrument has strong content validity. The items on the instrument were taken from previously validated language proficiency instruments, speech and language instruments and developmental lists of language. They were structured in a simplified, sequential format that permits sufficient sensitivity to the emerging language of the severely handicapped student. The child's skill in the home language becomes the criterion for performance against which to measure his skill in English. [3]

Finally, the Severely Handicapped-Language Proficiency Instrument has substantial face validity. Face validity concerns the extent to which an instrument "looks like" it measures what it is intended to measure. A component of content validity, it concerns judgements about an instrument after it is constructed. An examination of the final version of the instrument by a panel of bilingual and special educators indicated that the SH-LPI was designed to measure what it purports to measure.

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2 The terms language processing and production are avoided here because of their technical implications.

3 There was no attempt to create an equal interval or developmental age scale. The items were ordinally scaled in terms of well accepted stages of language development. (Piaget, Dulay and Burt, Furst)

RELIABILITY

Reliability concerns the extent to which measurements are repeatable - either by the same person or by another person. One prerequisite for achieving repeatability is the documentation of procedures. The instrument record sheet, as well as the directions provide for and permit such documentation. The provision of discrete items, scoring and specific directions elevate this instrument from an informal questionnaire to a measurement instrument.

Test-retest reliability was measured for the English Observation Instrument. Within two weeks of the first administration of the SH-LPI, the English Observation portion was completed a second time for eight of the field test students. School personnel, who had not previously completed the form, but with knowledge of the student's English language abilities served as the informants for the retest. Reliability between the initial and second testing was calculated using a Pearson r. All scores correlated at the .88 level or above ($p. < .001$). Thus, the instrument shows reliability over time based on test-retest criteria established by Anastasi (1976).

DIRECTIONS FOR ADMINISTRATION

QUALIFICATIONS TO ADMINISTER THE INSTRUMENT

As with any Language Proficiency Instrument, the district is responsible for verifying the training of those individuals who are responsible for administration. Regional trainings for key special education and bilingual education personnel will be conducted through the Orange County Department of Education during 1989. These individuals may then provide training for their districts. Any additional trainings may be arranged by contacting Cheryl Valdez, Coordinator, Special Education, Orange County Department of Education, (714) 966-4338.

Individuals serving as either the English Language Informant or the Primary Language Interviewer must be familiar with the manual, these directions for administration, and the instrument. Any school personnel who have sufficient **first-hand** knowledge of a pupil to answer the English language questionnaire may do so. This includes administrators, teachers, instructional assistants and assessment staff. The English Language Informant will vary with each student, depending upon who has the most familiarity with the student's English language receptive and expressive skills.

The Parent Interview and Primary Language Questionnaire require responses from the parent or primary careprovider. At **NO** time should the form be given to the parent for a written response. Information should always be obtained through an interview process which should be conducted in the primary language of the parents. An interpreter may be used. The interview may be conducted over the telephone.

GENERAL DIRECTIONS

In order for any response to be scored on either the English or Primary Language Questionnaire, the response MUST be written on the response sheet. Primary language responses should be written in the primary language. Questions regarding responses or scoring that are not specifically addressed on the forms or in the manual should be directed to the district coordinator(s) who are familiar with the instrument and with both bilingual and severely handicapped populations. The critical element is consistency in reporting for each child. Equal diligence must be applied to obtain the information recorded in both English and the primary language. (e.g. If great time was expended to recall and note every instance of English the pupil was ever known to respond to or say, that same diligence must be applied to obtaining the information in the primary language).

PARENT PREPARATION

To obtain accurate information on the primary language portion of the instrument it is important that parents be given some advance notice about the type of questions that will be asked. Most parents

do not maintain a log of the language used by their child, while many teachers do maintain such a record. Therefore, talk with the parent several days or a week before the information is needed to let them know that you will be asking some very specific questions concerning their child's ability to understand and express him/her self in the primary language. Provide examples of the types of questions and perhaps suggest that they jot down the child's responses over the next few days. In this way the quality and quantity of the information obtained from the parent will be greatly enhanced.

DIRECTIONS WHEN INFORMANT IS THE PRIMARY CAREPROVIDER AND NOT THE PARENT

If a student resides in a setting with other than his or her natural parents, the language of the home may be different than that of the original home environment. Every effort should be made to determine what language was spoken with the child initially and obtain primary language information from the natural parents. If this is not possible, and the careproviders do not speak the same language as the child's parents (e.g. child's parents spoke Spanish, careproviders speak English) and therefore the careproviders have limited ability to communicate with or provide information on the receptive and expressive abilities of the child, a school person knowledgeable in the first language spoken to the child should serve as the primary language informant. Documentation as to why other than the parent/primary caretaker was the informant on the primary language must be made on the questionnaire.

DIRECTIONS FOR HEARING IMPAIRED STUDENTS

A mildly to moderately hearing impaired student , who is otherwise not severely handicapped, should always have the opportunity to take a State approved Language Proficiency Test. If appropriate, those students with a severe to profound loss may be afforded the same opportunity. If a student is unable to be tested using one of the standard instruments, the SH-LPI may be used. For students who sign or have no intelligible speech, only the Parent Interview Questionnaire needs to be given. The following guidelines should be used on the sign language section of the Parent Interview.

PARENT INTERVIEW QUESTIONNAIRE

Where did s/he learn to sign?
Indicate the country where signing was learned. If the family uses informal gestures but no formal system was ever taught, note "informal gestures-home".

What sign language does s/he use? Indicate the type of sign language if known (i.e., ASL, Signed English, etc.). If the name of the language used is not known, a signed interpreter may interact with the student in an effort to determine the sign language. If this is not possible, or if this does not result in a determination of the type of sign language, then document this information. If informal family gestures are used, write "gestures".

SCORE SHEET

- ASL, and any English system of sign language are FEP.
- Informal gestures, non-English system sign languages or sign languages taught in non-English speaking countries are LEP.

NON-SIGNING HEARING IMPAIRED STUDENT

For the non-signing student, the general directions listed at the beginning of this section continue to apply. If a State approved instrument is not appropriate, the SH-LPI may be given. Administer the complete instrument including the Primary language and English observation sheets. Consult the language proficiency score sheet for the determination of the language status.

DIRECTIONS FOR THE RECEPTIVE LANGUAGE PORTION

The intent of this area is to obtain information on how a student understands language spoken to him/her in common, everyday situations. It is not necessary (nor desirable) to create an artificial situation. The informant should answer the questions based on the student's **actual** responses in everyday situations and give as many examples as possible for each of the questions. Answers need to be specific, a response of "He knows lots of things" must be probed. Ultimately, if the informant cannot give a specific example for any item, a score of zero must be reported. **A response can be scored only once**, therefore, if the child responds to "Where is your desk?" by pointing and the informant supplies that information when asked about household objects and again in reference to school related objects, it may be counted only the first time. The language informant should be reminded to provide only information that s/he has seen/heard. Responses must be noted on the score sheet to be counted.

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Item 1 This item deals with the student's ability to correctly understand the names of familiar objects, people or pets in his/her **normal home** situation. The informant should think of instances when they might have asked, Where is Daddy? Where is your shirt?, etc. List each word that the student has been able to demonstrate an understanding of by pointing, looking or touching. If a communication board is used and the student can signal his understanding using the board, each item should be noted on the form. A maximum of 21 words may be listed and scored.

Item 2 This item deals with the students ability to respond to commands. Write down each command the student can respond to, e.g. sit down, look at me, point to the _____. The same command with different objects is counted only once (e.g., look at me; look at the book; is the same command with different objects). A maximum of 9 commands may be listed and scored. (A student may only have the physical ability to respond to a limited number of commands but with a large variety of objects, each of those objects would be counted in items 1,4, 5, or 6.)

Item 3 Is similar to Item 1, however, count only responses to body parts. Example: Where is your nose? A maximum of 9 body words may be listed and scored.

Item 4 Is similar to Item 1, however, this item deals with objects more commonly found in the classroom. These might include a desk, the bus, the flag, a pencil, a stapler, etc. Do not include words counted in other items or proper names- i.e. Mrs. Garcia. Example: Where is your teacher? A maximum of 21 words may be listed and scored.

Item 5 Is similar to Items 1,2,4, however, this item deals with responses to color or number words.Example: Where is the blue one? Where is the number 2? A maximum of 9 words may be listed and scored.

Item 6 Is similar to Items 1, 2, 4 & 5, however, this item includes all foods. Multiple words for the same food (e.g., baby talk, nicknames) count as one word. Example: Where is your water? Where is your wawa? Both refer to the same concept so the words can only be counted once. A maximum of 21 words may be listed and scored.

DIRECTIONS FOR THE EXPRESSIVE LANGUAGE PORTION

Item 1 Record how the student indicated toileting needs. If the student does not indicate needs or is not aware of needs, score as a zero. If the parent reports that they "just know" this too is a zero response.

Item 2 Record the sounds/words that are heard during play. Unrecognizable sound/words are unscorable. The parent may indicate they hear sounds or words during play but do not know what they are. That is scored as a zero. Only words that are readily identified as either English or the primary language are scored as a 2 on the expressive score sheet. If school personnel hear words that are clearly known to be from the home language, this may be reported on the primary expressive language score sheet with the notation-*by school report.*

Item 3 Write all the words the student says. Include all meaningful parts of speech, do not include: a, and, an, the. List a maximum of 21 words.

Item 4 List phrases and sentences that the student uses. Each unique construction is counted as one response, e.g. I saw the dog, I like milk, etc. However, if the phrase maintains the same form with only the noun changing, count the different nouns under item 3, but count the phrase only once, e.g. I want the dog, I want the cup. (Phrases that consist of only an article and a noun should be counted in item 3 as a word, e.g. the cup, a dog, a ball.)

It is common for speakers of more than one language to mix the two languages in everyday speech. This is called code switching. In an instrument such as this, there may arise a question as to how to score a phrase or sentence that contains both English and the primary language. In these cases it is the structure of the phrase as well as the frequency of the words in each language that determines whether this is an English or primary language response. For example, if a child commonly says, "Te gusta apples", the structure is Spanish and the majority of the words are Spanish. You would not list that as an English phrase on Expressive item 4 on the English questionnaire, but you could count "apples" as an English word on expressive items 3. Conversely, if the student were to say, "I want la leche", the structure is clearly English even through there are two Spanish and two English words. You would list the sentence on item 4 of the expressive section of the English questionnaire. The Spanish words could be listed on and counted on the Primary questionnaire, expressive 3, with the note, *by school report.* Whenever a question exists regarding code switching, special educators and bilingual educators should collaborate together.

DIRECTIONS FOR PROGRESS THROUGH THE INSTRUMENT

These can be found on the front page of the instrument booklet.

LANGUAGE PROFICIENCY STATUS

The last page of the SH-LPI is the language proficiency score sheet. Directions are located on the score sheet itself and are included here for clarity. Complete the student information at the top of the form. This information is needed to comply with the State requirement for data collection on an experimental instrument.

Specific Handicapping Condition: Indicate the category of the handicap as precisely as possible, i.e., autistic, TMR, OH-CP, DD-SED, DD, Deaf, etc.
Primary Language: Indicate language other than English which was listed on the Home Language Survey.
Age: Fill in the student' age at time of administration of the instrument.
MA: If the student's mental age is known, please indicate.

1. Place the receptive and expressive scores on the appropriate lines in the score box. If the expressive section was not given, indicate DNA (did not administer).
2. Examine the statements in the Receptive Language section. Circle the appropriate designation that corresponds to the language score.
3. Continue in the same fashion with the Expressive Language Section, if it was administered.
4. Consult the Language Proficiency Classification Section and complete as indicated. If only the receptive portion could be given the score received on that section becomes the language status.

SH LANGUAGE PROFICIENCY SCORE SHEET

Student Name _____ District/School _____ Date _____

Specific Handicapping Condition _____ Primary Language _____ Age(year-month) _____ MA (if known) _____

Directions: Begin by copying the Total Receptive and Expressive scores from the observation instruments onto the correct lines on this score sheet. Move through the score sheet area by area to determine the language proficiency classification.

	Primary Language	English Language
Receptive Language Score	_____	_____
Expressive Language Score	_____	_____

Receptive Language

Primary Language Receptive Total Score is GREATER than or equal to the English Receptive Total Score — LEP

Primary Language Receptive Total Score is LESS than the English Receptive Total Score — FEP

If there are no expressive scores, the receptive score becomes the Language Proficiency Classification. For a student over age 8 with a primary receptive score of 0 or 1 see the Language Proficiency section. If there are expressive scores, continue below.

Expressive Language

Primary Language Expressive Total Score is GREATER than the English Expressive Total — LEP

English Expressive Total Score is GREATER than or EQUAL to Primary Expressive Total — FEP

LANGUAGE PROFICIENCY CLASSIFICATIONS

For the Hearing Impaired student who signs, if sign language is ASL, or an English sign system the student is designated — FEP

Sign languages other than above are designated — LEP

If the student is over 8 years of age and non-verbal, and the Primary Language Receptive Total Score is 0 or 1, with written parent consent, the student's language classification is — EO

All other students

Receptive	Expressive	
LEP	LEP	LEP
LEP	FEP	LEP
FEP	LEP	LEP
FEP	FEP	FEP

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AUTHORITY TO DUPLICATE AND STATE REQUIREMENTS

Any educational agency who wishes to use an English language proficiency test that is not on the approved State list must submit a waiver request to the Department of Education, Management Systems Development Unit, along with a copy of the instrument and the manual. A waiver to use a different primary language instrument is not required. Questions regarding the waiver process may be directed to Leroy Hamm, Consultant, Management Systems Development Unit, (916) 323-0975.

Permission is hereby given to school districts and county offices of education for duplication of the Severely Handicapped-Language Proficiency Instrument, if in the calendar year 1989, the district or county office agrees to provide the Orange County Department of Education with a copy of the score sheet for each student who is given the Language Proficiency Instrument. For ease of data collection, NCR score sheets will be provided to each participating district or county office of education by Orange County Department of Education. Trainings on the SH-LPI will be conducted during 1989. Questions may be directed to Cheryl Valdez, Coordinator, Special Education, Orange County Department of Education, (714) 966-4338.

INSTRUCTIONAL IMPLICATIONS

The SH-LPI will assist in determining the language proficiency classification of students whose needs have previously not been addressed by other instruments. Determining language proficiency classification is, however, only the first step in the educational process. Issues of assessment and instruction are raised and will be discussed by language classification.

LANGUAGE CLASSIFICATION: ASSESSMENT AND INSTRUCTIONAL PLANNING

Students with a language classification EO/FEP

ASSESSMENT

Students identified as having a language proficiency classification of EO or FEP may have their multidisciplinary assessments conducted in English.

PARENTS

Federal and state regulations dictate that parents must receive written notices of assessment and Individualized Educational Planning (IEP) meetings in their primary language. Even though the student may be EO or FEP the parent may still need notices sent in a language other than English and require an interpreter at meetings. A translated copy of the IEP must be made available to the parent upon request.

Creating a partnership between home and school is beneficial for all involved. Meetings and programs where parents are included from the beginning, parent involvement in determining school activities, as well as parent-teacher training programs, will help create this partnership.

INSTRUCTIONAL PROGRAM

Students receive instruction in English in all curricular areas. Often it is appropriate for these EO/FEP students to be involved in multicultural activities; such as, music, foods and holiday celebrations from their home culture.

Students with a language classification of LEP

ASSESSMENT

Students with a language classification of LEP must receive a multidisciplinary assessment in their primary language. Assessment data obtained in English would be beneficial for determining progress in English acquisition yet would not be used to determine program eligibility. A trained interpreter may be used to assist the credentialed professional in gathering data in the primary language of the student.

INDIVIDUALIZED EDUCATIONAL PROGRAM DEVELOPMENT

The IEP for a LEP student must be "linguistically appropriate."

LINGUISTICALLY APPROPRIATE GOALS AND OBJECTIVES ARE:

1. **ACTIVITIES WHICH LEAD TO THE DEVELOPMENT OF ENGLISH LANGUAGE PROFICIENCY THROUGH THE USE OF THE PRIMARY LANGUAGE OF THE INDIVIDUAL WITH EXCEPTIONAL NEEDS; AND**

2. **INSTRUCTIONAL SYSTEMS EITHER AT THE ELEMENTARY OR SECONDARY LEVEL WHICH MEET THE LANGUAGE DEVELOPMENT NEEDS OF THE LIMITED ENGLISH PROFICIENT PUPIL BY BUILDING ON THE PUPIL'S EXISTING LANGUAGE SKILLS IN ORDER TO DEVELOP ENGLISH PROFICIENCY.**

The recent Title V Revisions (1988) of the California Administration Code, further address the severely handicapped student by stating that:

NOTHING SHALL PRECLUDE THE INDIVIDUALIZED EDUCATION PROGRAM TEAM FROM DETERMINING THAT INSTRUCTION MAY BE PROVIDED IN THE PUPIL'S PRIMARY LANGUAGE, PROVIDED THAT THE IEP TEAM PERIODICALLY BUT NOT LESS THAN ANNUALLY RECONSIDERS THE PUPIL'S ABILITY TO RECEIVE INSTRUCTION IN THE ENGLISH LANGUAGE.

In determining language(s) of instruction and the type and quantity of primary language support necessary for a particular student the IEP team might discuss these key points.

1. Prognosis for employment and language skills necessary to complete job related tasks.
2. Language of family
3 Present and future residential status
4. English skills of the student
5. Present and future community interaction, including language of local community.

INSTRUCTIONAL PROGRAM

The optimal program components of bilingual education are equally applicable to LEP special education students and should be addressed on the IEP.

1. English language development: Use of English in a meaningful manner with contextual support including gestures, pictures, slower rate of speech, etc., to teach English language skills.

2. Primary language support using the primary language of the student as a vehicle for achieving identified goals and objectives. (see section on service delivery options for discussion of personnel to assist with the primary language support)

3. Involvement in multicultural activities: For the severely handicapped, these activities may be centered around functional life skills such as music, cooking activities, and learning holiday themes. Even the aroma of food common in that student's home, when smelled at school might make the learning environment more appropriate to the student.

SERVICE DELIVERY MODELS

It is often difficult to find special education teachers who are also able to provide the primary language services to the LEP special education student. Nonetheless, there are many creative models school districts have employed in order to provide a linguistically appropriate program. Two possible service delivery models are listed below:

1. Special education teacher teaming. In cases where there is a bilingual special education teacher the students could be grouped for primary language activities, yet return to their classes for other activities. The monolingual English speaking teacher would then have primary responsibility for English language development, while the bilingual teacher would have primary responsibility for primary language instruction and concept development.

2. Bilingual instructional assistant/paraprofessional. The special education teacher plans the activities with the bilingual assistant/paraprofessional uses his/her knowledge of the primary language and culture to teach activities relevant to identified goals/objectives. The special education teacher evaluates progress by observing student behavior and discussion with instructional assistant.

Adequate training/inservicing of professionals and paraprofessionals is critical for all successful educational programs and for providing appropriate services to LEP special education students.

Universities, school districts, county offices and the State Department of Education are involved in the development of various trainings. It is hoped that both the SH-LPI and this manual provide additional direction in this arena.

Language Proficiency Instrument for Severely Handicapped Pupils

The procedures outlined below are applicable to a Severely Handicapped population and must be completed within 30 calendar days of enrollment.

DIRECTIONS:

1. Examine the HOME LANGUAGE SURVEY
   - If a language other than English and/or sign is listed on items 1-3, or the survey is not returned, proceed to #2.

2. Complete the PARENT INTERVIEW FORM
   - If all entries are English, document and file form with student records.
   - If any entry is other than English proceed with the instrument UNLESS
     - the sign language section is completed and the child is **moderately to profoundly hearing impaired**, then go no further with the instrument and consult the language proficiency score sheet.

3. Complete the OBSERVATIONAL INSTRUMENT
   - **Primary Language Observation Instrument** to be completed based on information from the Parents or Primary Careprovider.
   - **English Language Observation Instrument** to be completed by school personnel.

4. Score **Observation Instrument**

5. Complete **Language Proficiency Score Sheet** and assign language proficiency status.

PARENT INTERVIEW FOR SH LANGUAGE PROFICIENCY

1. PUPIL INFORMATION

Name_____ Birthdate_____ Age_____
School_____ Primary Handicap_____
Total time in US_____ Total time in school_____

If student signs:
Where did s/he learn to sign?_____
Sign language s/he uses _____

2. PARENT INFORMATION

Father:

Language(s) spoken_____

Father's estimate of language he uses most frequently with the student_____

Mother:

Language(s) spoken_____

Mother's estimate of language she uses most frequently with the student_____

3. OTHER PERSONS LIVING IN HOUSEHOLD (including siblings)

Relationship	Language(s) Spoken to the student 1	2

4. PRIMARY CAREPROVIDER/ALTERNATIVE PLACEMENT

Primary careprovider of student outside of school_____
Language spoken with pupil_____
Secondary careprovider of student outside of school_____
Language spoken with pupil_____
Length of time in present home setting_____
Total time in alternate home setting (if known)_____
Language spoken to child in previous alternate home setting (if known)_____

Were informant responses in English? ☐ yes ☐ no

_____
Name of Interpreter

_____ _____
Name(s) of primary language informant Relationship

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Primary Language Observation Instrument for SH Students

(Information to be provided by parent or careprovider)

Pupil's Name_____Birthdate_____Date completed_____

Primary Language Informant_____Relationship_____

Interviewer_____Language of Interview_____

• **Receptive** Provide specific words, phrases or sentences. Count the number of recorded responses and circle the corresponding point score. Record the response as given by the informant (in the primary language). Place the score in the **Point** column.

In response to the pupil's primary language, the student: **Points**

1. Looks at, points or touches common household objects, people or pets.

   0 1-5(1pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20(4 pts.) 21+(5 pts.) _____ [0-5]

2. Responds to simple commands.

   0 1-2 (1 pt.) 3-4(2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+(5 pts.) _____ [0-5]

3. Identifies body parts by pointing, looking or touching.

   0 1-2 (1 pt.) 3-4 (2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+ (5 pts.) _____ [0-5]

4. Looks at, points, or touches familiar school related objects or people.

   0 1-5(1pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20(4 pts.) 21+(5 pts.) _____ [0-5]

5. Responds to color/number words.

   0 1-2 (1 pt.) 3-4 (2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+ (5 pts.) _____ [0-5]

6. Identifies foods expressed in primary language.

   0 1-5 (1 pt.) 6-10 (2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+ (5 pts.) _____ [0-5]

Total Receptive Points _____ [0-30]

Primary Language

• **Expressive** Provide specific sounds, words, phrases. **Circle** the corresponding score and record that score in the **Point** column. (Record responses in the primary language, provide English after interview).

In the primary language: **Points**

1. State how the pupil indicates toileting needs _____

_____

gestures/undefinable language	word	phrase	
0 points	**1 point**	**2 points**	_____ [0-2]

2. Identify the sounds the pupil makes when playing alone _____

_____

gestures/undefinable sounds	primary language word/phrase	
0 points	**2 points**	_____ [0-2]

3. List the words the pupil uses _____

_____

_____

_____

_____

_____

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+ (5 pts.) _____ [0-5]

4. Write the phrases/sentences the pupil uses_____

_____

_____

_____

_____

_____

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21+ (5 pts.) _____ [0-5]

Total Expressive Points _____ [0-14]

12/2/88

English Instrument

• **Expressive** For each item, provide specific sounds, words, phrases. **Circle** the corresponding score and record that score in the **Point** column. If the sign language section was completed on the parent interview form and the **child is hearing**, signed responses in **ASL**, or an **English sign system** may be scored as acceptable responses on this section. For students responding with a communication board, see below.

When using English, or English sign: **Points**

1. State how the pupil indicates toileting needs _____

_____

gestures/undefinable language **0 points** | word/sign **1 point** | phrase/sign **2 points** _____ [0-2]

2. Identify the sounds the pupil makes when playing alone _____

_____

gestures/undefinable sounds **0 points** | English word/phrase/signed phrase **2 points** _____ [0-2]

3. List the words the pupil uses _____

_____

_____

_____

_____

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+ (5 pts.) _____ [0-5]

4. Write the phrases/sentences the pupil uses _____

_____

_____

_____

_____

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21+ (5 pts.) _____ [0-5]

Total Expressive Points _____ [0-14]

Communication Board If the student selects one picture or symbol to stand for a word, phrase or sentence, that is a 1 point response. If the student selects two or more pictures, or symbols and combines them to communicate, that is a 2 point response, or is counted as a phrase on item 4. If the student selects English words (i.e. reads), without pictures that is á 2 point response.

12/3/88

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English Language Observation Instrument for SH Students

(To Be Completed by School Personnel)

Pupil's Name_____Birthdate_____Age_____

Program _____School_____Teacher_____

Completed by _____Position_____Date Completed_____

• **Receptive** For each item provide specific words, phrases or sentences. Count the number of recorded responses and circle the corresponding point score. Record that score in the **Point** column.

In response to English, the student: **Points**

1. Looks at, points or touches common household objects, people or pets.

_____
_____
_____
_____

0 1-5(1pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20(4 pts.) 21+(5 pts.) _____ [0-5]

2. Responds to simple commands.

_____
_____
_____
_____

0 1-2 (1 pt.) 3-4(2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+(5 pts.) _____ [0-5]

3. Identifies body parts by pointing, looking or touching.

_____
_____
_____
_____

0 1-2 (1 pt.) 3-4 (2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+ (5 pts.) _____ [0-5]

4. Looks at, points or touches familiar school related objects and people.

_____
_____
_____
_____

0 1-5(1pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20(4 pts.) 21+(5 pts.) _____ [0-5]

5. Responds to color/number words.

_____
_____

0 1-2 (1 pt.) 3-4 (2 pts.) 5-6 (3 pts.) 7-8 (4 pts.) 9+ (5 pts.) _____ [0-5]

6. Identifies foods expressed in English.

_____
_____
_____
_____

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+ (5 pts.) _____ [0-5]

Total Receptive Points _____[0-30]

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SH LANGUAGE PROFICIENCY SCORE SHEET

Student Name	District/School	Date

Specific Handicapping Condition	Primary Language	Age(year-month)	MA (if known)

Directions: **Begin by copying the Total Receptive and Expressive scores from the observation instruments onto the correct lines on this score sheet. Move through the score sheet area by area to determine the language proficiency classification.**

	Primary Language	English Language
Receptive Language Score	_____	_____
Expressive Language Score	_____	_____

Receptive Language

Primary Language Receptive Total Score is GREATER than or equal to the English Receptive Total Score	LEP
Primary Language Receptive Total Score is LESS than the English Receptive Total Score	FEP

If there are no expressive scores, the receptive score becomes the Language Proficiency Classification. For a student over age 8 with a primary receptive score of 0 or 1 see the Language Proficiency section. If there are expressive scores, continue below.

Expressive Language

Primary Language Expressive Total Score is GREATER than the English Expressive Total	LEP
English Expressive Total Score is GREATER than or EQUAL to Primary Expressive Total	FEP

LANGUAGE PROFICIENCY CLASSIFICATIONS

For the Hearing Impaired student who signs, if sign language is ASL, or an English sign system the student is designated **FEP**

Sign languages other than above are designated **LEP**

If the student is over 8 years of age and non-verbal, and the Primary Language Receptive Total Score is 0 or 1, with written parent consent, the student's language classification is **E O**

All other students

Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
LEP	LEP	LEP	FEP	FEP	LEP	FEP	FEP
↓		↓		↓		↓	
LEP		LEP		LEP		FEP	

White = file
Yellow = return to Orange County Department of Education, Cheryl Valdez
P.O. Box 9050, Costa Mesa, CA 92628-9050